MIDDLEBURY COLLEGE

Fall 1959

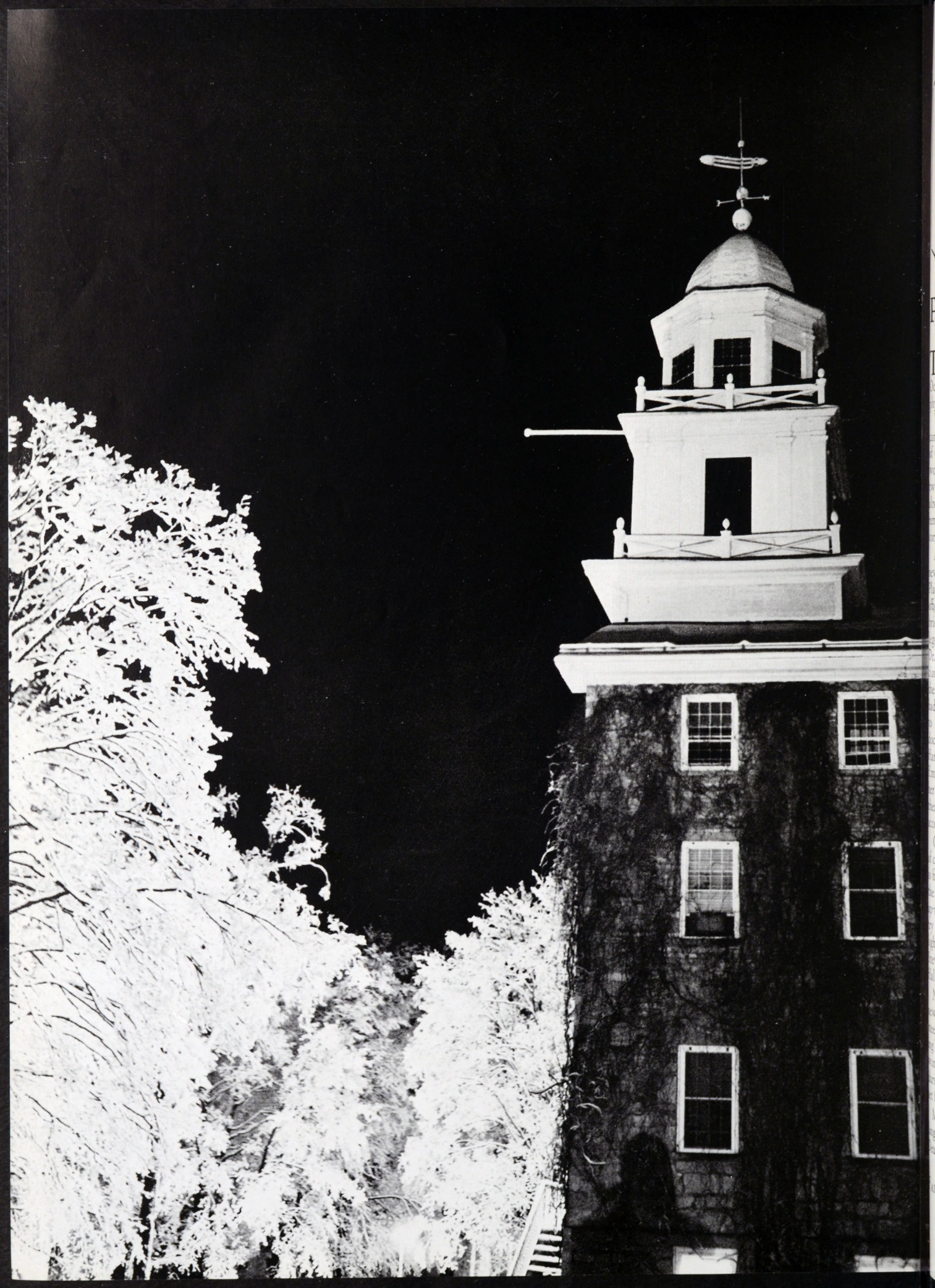
Your Family and Middlebury

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

Cover—See page 3

In this issue

The Faculty Is The College



MIDDLEBURY

in the News

Parents Note Campus Changes

THE record number of parents coming to Middlebury for Parents Weekend on Oct. 17th found many changes in the physical plant of the College.

The most important change noted on the campus by the parents was the completion of the Phase I addition to the Library with work progressing on Phase II. Opening between the new construction and the old has already been accomplished. Phase II involves remodeling of the original building and its correlation with the new wing.

Across the road from the Library is the new home of the Alumni, Alumnae and Placement Offices. In the early fall these offices were moved into a historic nine-room brick house recently acquired by the College. This big square structure was built by Dr. John Willard, Middlebury's first physician, 148 years ago. Two years previous to the construction of the house, Emma Hart had come to Middlebury from Connecticut to head a "young ladies' seminary." The doctor's wife had died and he married Miss Hart who became known to history as Emma Willard, pioneer educator. She held her first classes in the building and moving them only when they grew too large to be accommodated in the structure.

On the upper campus a two year program of complete modernization of Hepburn Hall is finished. With a former capacity of 150, the building will now house 169 men in up-to-date surroundings. The brown tapestry brick of the exterior has been painted light grey to harmonize with neighboring Stewart Hall, Mead Chapel and Gifford Hall.

Nearby, work progresses nicely on the new Dining Hall and Student Center with steel framework completed, and plans calling for the building to be closed in before winter. The interior will be worked on during the winter months with occupancy set for next September.

Moved to larger quarters is the German language dormitory for women. Das Deutsches Haus is now on Weybridge Street in what was formerly The Homestead.

College Renovates Old Chapel Tower

OLD CHAPEL TOWER, (*see opposite page*) a campus landmark for several generations of Middlebury students, has been completely restored. Every part which was replaced in the Tower of the 123-year-old Old Chapel was carefully measured and precisely duplicated. New redwood railings were built to encircle each of the two levels of the Tower. The old laminated tin pointer of the lofty weathervane was replaced by an exact copy in heavy aluminum. New bearings permit easy turning with every breeze.

Two rusted tin spheres on the weathervane were removed. Gleaming copper shells took their place. Far larger than they look from the ground, one is 14 inches in diameter, the larger 24 inches. After more than a century of withstanding rigorous Vermont weather, a third decorative ball of cast brass on the weathervane shaft was found to be as good as new. The old directional arms indicating the four points of the compass were retained.

Old Chapel Tower was built to be entirely functional. From the square belfry came the summons to classes and daily worship. Over the belfry is an eight-sided, domed area which at one time served as an astronomical observatory.

However, the Tower did not always serve its intended purpose. Just before the turn of the century a student climbed out on the Tower at midnight to advertise his class by painting the numerals 1891 on two sides of the white tower. This same student became later a dignified member of the faculty.

Listed among the other numerous incidents concerning the bell and the Tower are the following told at reunions by some of the College's senior Alumni: "... One zero night some students took water to the Tower and, pouring it into the bell bit by bit, froze the clapper solid so that it could not ring the call to classes or chapel. On another night some boys removed the bell, loaded it onto a freight car, and before the fact was realized on the following day, the bell was on its way out of Middlebury."

The tolling of the Old Chapel bell these fall days—as in past years—indicates another victory for the Panther football team.

Erection of Old Chapel marked a turning point in Alumni donations. Loyal graduates previously had contributed shingles, lumber, stone and like products. For the first time, hard cash came pouring in to the Alumni Fund Drive of 1835.

Old Chapel originally contained a large room for worship, six recitation rooms, three for lectures, a like number for offices, and two rooms for College and philological libraries. The Middlebury faculty in those early days consisted of four professors and three tutors.

College Receives Gifts From Eastman Kodak Co.

A GIFT of $3500 to Middlebury College from the Eastman Kodak Company was announced recently by President Samuel S. Stratton. The money is given as an unrestricted grant to support and encourage the educational program.

Your Family and Middlebury

Volume 4, No. 1 **Fall 1959**

GEORGE H. HUBAN, EDITOR

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Cover

Jane Collins, '60, and William Butler, '61, chat between classes on the upper campus.

Second Class Postage Paid at Middlebury, Vermont.

Issued four times yearly, Fall, Winter, Spring, and Summer. Publications office Old Chapel 46, Middlebury College, Middlebury, Vermont. Sent free of charge by Middlebury College.

President Samuel S. Stratton cuts a ribbon symbolic of the opening of the Phase I addition to the Egbert Starr Library. In the background is the entrance to the new reference room. Left to right are: Professors Wolff, Harnest, Tillinghast, Clagett, Harris, Mrs. Fayer (Librarian) Dr. Stratton, Professor Smith and, Egbert C. Hadley and Leon S. Gay of the College's Board of Trustees. Although Phase I will help alleviate a serious need for more space for readers, it will contribute little toward making more effective library facilities until Phase II, the renovation of the present library, and Phase III, the new room and extended stack area, are completed. Work has already started on Phase II.

Hold Cornerstone Ceremony During Parents Weekend

HIGHLIGHTING a successful Parents Weekend this fall was the ceremony of the laying of the cornerstone for the new student center and dining hall on Saturday, Oct. 17th. This newest addition to the campus has been named Redfield Proctor Hall in memory of a long-time friend and benefactor of the College.

Participating in the cornerstone ceremony were: Chaplain Charles P. Scott who gave the Invocation; Egbert C. Hadley, Chairman of the College's Board of Trustees; Dean Elizabeth B. Kelly, Dean of Freshmen Lockwood Merriman; Dean Thomas H. Reynolds; and, Walter E. Brooker, Director of the Development Program.

Robert D. Proctor, son of Redfield Proctor, and Anne D. Proctor, '63, granddaughter, joined with President Samuel S. Stratton in the formal "troweling" part of the ceremony. Dr. Stratton spoke briefly at the close of the ceremony to the large number of parents and students present.

THE late Redfield Proctor, a former governor of Vermont and Chairman of the Board of Directors of the Vermont Marble Company, was a member of the Middlebury College Board of Trustees for 38 years. His long experience in engineering, business and public administration made his leadership and counsel of exceptional value during a period of change and growth in the College.

He gave not only of time and advice, but generous gifts in fund drives, special projects, and in scholarship aid. For many years he provided Dutton Fellowships for Middlebury students to study abroad.

He was followed on the College's Board of Trustees by his son, Robert Dutton Proctor, who is first vice-president and treasurer of the Vermont Marble Company.

Redfield Proctor Hall is scheduled for completion and use at the beginning of the next academic year.

Name New Directors . . .

DIRECTORS of Middlebury College's Graduate Schools in Europe have been announced by President Stratton for the coming year.

Dr. Salvatore Castigloni will head Middlebury's new graduate school in Florence, Italy. Dr. and Mrs. Werner Neuse will alternate as directors of the school in Germany, while Mme Leontine Moussu and Mme Jeanne B. Dalidier will also alternate in directing the school in Paris. The school in Madrid, Spain, will be headed by Senorita Narina Bougeal. All are graduate schools.

The Faculty Is The College

This time-worn precept is as valid today as it has ever been. It is the principal idea on which a college is built. If we are to grasp the function of the College, we must see this principle in its proper perspective.

A COLLEGE owes its excellence to the quality and enthusiasm of its faculty. It is the faculty that determines whether a college lives or dies, whether it is excellent, mediocre or poor, whether it succeeds or fails in the task it has appointed for itself. Such responsibility accrues to a faculty because the faculty in its collective personal life has the greatest stake in the future of a college.

A faculty must be imbued with a love of learning. Hand in hand with love of learning, enthusiasm for subject matter makes teaching an exciting adventure. When teaching is exciting and each day brings more eager anticipation than the preceding, we are assured that the teaching function of the College is in good hands.

Another important faculty responsibility, traditionally a part of the small college atmosphere, is the personal concern that faculty show for students. Be it a willingness to listen to problems of all sorts, or a willingness to spend hours well beyond the call of duty in special tutoring, or a willingness to devote hours, often at great personal sacrifice, to student activities and counselling, all these are manifestations of a very important factor at Middlebury—concern for students.

Middlebury College has every reason to be proud of a competent faculty. They are loyal to the College and they are respected by the student body at large.

YOUR FAMILY AND MIDDLEBURY is happy to publish an article by Dr. Douglas S. Beers, a Middlebury faculty member of thirty-four years and now Hudson Professor of English Literature. Dr. Beers' interesting article on Page 7 is entitled "Why I Have Been A Teacher," and reflects on a life spent in the teaching field.

Beginning in this issue is a special pictorial feature, a portfolio of Middlebury College's long-time faculty members. Quarterly, YOUR FAMILY AND MIDDLEBURY will picture a teacher who has been on the campus twenty-five years or more; there are ten of these men who have given more than a quarter-century of devoted service to the College. We feel sure this portfolio will recall for most of our readers many pleasant memories and bring a reminder or two of some of the men who helped shape their lives.

Through the "Faculty Page," a future article on the College's outstanding young faculty members, and special stories, both written and pictorial YOUR FAMILY AND MIDDLEBURY strives to keep its readers informed of some of the accomplishments of Middlebury's faculty.—GHH

Why I Have Been A Teacher

By Dr. Douglas S. Beers

In the late summer I had occasion to take a visitor about the Middlebury Campus when a former classmate and his wife from the Middle West stopped to see Mrs. Beers and me while they were on a trip through New England. I felt forced to apologize for the physical disruption of the campus since the usual greensward had erupted in innumerable spots into ugly mounds of yellow clay while the hum of drills and the clang of iron on steel broke the customary quiet of the hill. Following my traditional procedure I saved the most impressive scene on campus till last, the view from the front of Mead Chapel, in this instance particularly appropriate since my friend is a clergyman and I felt there could be no more fitting close to a Middlebury College tour than the impression made by the Chapel background with the sweep of mountains in the distant foreground broken only by the old college row of Painter, Old Chapel and Starr. The dignity and momentary quiet of the scene created the spell I had hoped for though as we turned to the south side of Chapel the sight of croquet wickets and posts stretched between Hepburn and the Chapel struck a slightly incongruous note.

The comments on the scene just noted have a rather direct bearing upon the topic which I have been asked to consider—Why I Have Been A Teacher. I am not quite sure that I like the implication of the past tense there, for though after almost thirty-five years of teaching the same subject in the same place perhaps one should consider himself of the past rather than the present, I am teaching the Romantics and the Victorians and Chaucer with, I hope, as much devotion as I did in my earlier years. To return to my reference of a moment ago; I somehow feel that that particular spot, the Mead Chapel scene, was instrumental in my coming to teach at Middlebury. Here, I fear, I shall have to reminisce somewhat for otherwise how can a man relate how and why he came to do what he does?

I came up to Middlebury from New Haven, Connecticut, in search of a job. Professor Cady, who was then Acting Head of the English Department, had written me for an interview and during the spring recess of March 1925 I came by rail, the old Rutland, to Middlebury. I was met at the local station and directly taken to the campus, introduced to several members of the college staff, interviewed by President Moody and driven back across town to the Middlebury Inn. It was, I remind you, March, college was not in session and few places are less inviting than a deserted college campus in Vermont on a raw March day. The one single experience that offset the drabness of my first reactions to Middlebury was that made by the scene at Mead Chapel. And while it was by no means the determining factor in my acceptance of the offer to teach at Middlebury, it did keep reasserting itself in my mind as a kind of tangible symbol of the intangible principles for which the College stood. I know, of course, that other factors played large in my decision to come to Middlebury and not least dominant among them was President Moody's philosophy that the teacher rather than the man of research was of first importance at the undergraduate level. Although that implied that my newly acquired Ph.D. would be of secondary significance I was convinced of the basic soundness of that view, and I am still of the same mind. Another general factor that did not, at the time, carry the import that I realize it has come to have, was the individual freedom permitted faculty members in their academic work. Once certain fundamental principles were made clear to the new staff member he was put very much on his own, a procedure which made him conscious both of the responsibility and the opportunity of his position.

In respect to the specific area of literature and relating that to teaching at Middlebury, I remember the surprise and delight I experienced in learning that the Middlebury English Department was experimenting with a new program of work for freshmen, abandoning a required course in composition for all students and instituting in its place a general survey course in English Literature. True, work in composition was to be required of those students who needed instruction in writing but the survey course was to replace the old traditional course standard in so many colleges. Whatever may be the opinion as to the merits of the move I am sure that for me it carried weight in inducing me to join the Middlebury staff.

So I found myself teaching at (*Please turn to page* 14)

FIRST IN A SERIES OF PORTRAITS OF

Middlebury's Long-Time Faculty

I - DOUGLAS S. BEERS

In 1925 Douglas Stowe Beers joined the Middlebury College faculty as an instructor in English. A native of Stratford, Connecticut, he came to Middlebury from Yale University where he had just completed the work on his Ph.D. He also received both his B.A. and M.A. from Yale. In 1928 he was appointed Professor of English and became head of the English Department; his abilities as a teacher were such that in 1952 he was named Hudson Professor of English Literature.

For the past nineteen years Dr. Beers has been Chairman of the Division of the Humanities. From 1929 to 1955 he served as a visiting professor to Trinity College in Burlington, Vt. He is a member of the National Council of Teachers of English and the American Association of University Professors.

In the article which starts on the opposite page, Professor Beers answers the YOUR FAMILY AND MIDDLEBURY question—"Why Have You Been A Teacher?"

with our FACULTY

By Professor John G. Bowker, *Dean of the Faculty*

A very significant part of the nationwide effort to minimize the dangers of waste in brain power and to give more attention to academic achievement at all levels has been the contribution of agencies, private and public, to programs of grants, merit awards and scholarships. In addition, colleges are constantly seeking means to speed the discovery of talent and to provide every opportunity to the able undergraduate. At Middlebury we are cooperating with the College Entrance Examination Board in its Advanced Placement Program and the number of members of the Class of 1963 presenting credentials for advanced standing is significantly larger than ever before. Almost all of our Educational Policy thinking in recent years has been centered on curriculum revisions to provide means whereby potential talent can be revealed early and able students can proceed at a pace commensurate with their abilities. The trend is toward fewer curriculum restrictions, actually fewer courses, greater opportunities for individual study including an early introduction to research methods.

Financial support in sizeable proportions is available to undergraduates who demonstrate potential as college level teachers. We are accelerating our efforts to attract top notch young men and women to the teaching profession. Other financial aid programs aim at the equally critical problem of retaining competent and outstanding young teachers in the classroom.

Much deserved publicity has been given to the recent liberal grant of the Ford Foundation to reduce the salary gap between college teaching and industry. It should be noted that many other substantial programs of assistance have not received as much publicity. Middlebury faculty members are enjoying far greater professional opportunities as I write due to the corporate giving of such firms as du Pont de Nemours Company, Equitable Life Society of the United States, First National City Bank of New York, the General Electric Company, Standard Oil of New Jersey, The Texas Company, United States Steel Company, and others. In addition to the Ford Foundation among other philanthropic Foundations making direct and significant contributions to better teaching at Middlebury either by financing the construction of facilities or by sponsoring grants to faculty members we think of the Kresge, Carnegie, Rockefeller, Given, Whitney, and Danforth Foundations.

Middlebury College is currently enjoying enrichment in several areas due to the generosity of the Danforth program. The Danforth Foundation was created in 1927 by the late Mr. and Mrs. William H. Danforth of St. Louis. Mr. Danforth had been associated for many years with the Ralston Farina Company, manufacturers of certain popular cereals which I dare not name for fear of the editor's black pencil. The Foundation seeks to strengthen higher education by providing for the total development of young minds in all aspects of their personality. It is primarily concerned with the extension of the educative process beyond formal instruction. The Foundation is not interested in bricks and mortar but in individuals. The Directors endeavor to assist colleges in their guidance programs with a view to the laying of moral and religious bases for socially useful lives. The statement of purpose includes: "..... The Danforth Foundation desires to be recognized as an educational foundation interested in all that touches American education and with special interest in the legitimate and rightful place of the religious dimensions within the academic experience."

The implementation of such a broad objective has resulted in the establishment of no fewer than nine programs. The *Danforth Graduate Fellowships* go to approximately one hundred young men preparing for college teaching who have had no previous graduate study. The Middlebury faculty is privileged to nominate two seniors each year for these awards.

The *Teacher Study Grant Program* is designed to strengthen the teaching in American colleges. As Dean of the Middlebury Faculty I nominate a man or woman each year who is currently on our staff, has had at least two years of college level teaching, and has given promise of potential excellence. A successful candidate may engage in a twelve-month program of graduate study at any American university. This award is particularly adapted to the needs of young instructors who still face a year of residence to complete requirements for the Ph.D. The stipend is unusually liberal being based on present salary and the number of dependents.

The Danforth Associates Program provides a faculty member and his wife on the campuses of selected colleges with means to entertain groups of students in the home and promote discussions of matters concerned with their moral and spiritual life. Professor and Mrs. Tillinghast (history) (*Continued on next page*)

New members of the Faculty are (*left to right*): *front row*—Miss Darling, Miss Zampos, Miss Green, Mlle Martin, Miss LaChapelle; *second row*—Mlle. Kerzoncuf, Mrs. Ruiz; *third row*—Mr. Klive, Dr. King, Mr. Branum; *fourth row*—Mr. Moulton, Mr. Reed, Mr. Chapman; *fifth row*—Mr. Higgins, Dr. Davis, Mr. Littlefield; *sixth row*—Dr. Prouty, Mr. Ruiz, Dean Bowker, Mr. Fersen. (*Not available for photo—Dr. Marga Lau.*)

have held this Associateship for the past four years; Professor and Mrs. Henry Prickitt (English) have accepted the appointment for 1959–60. Approximately twenty-five third year seminary students are awarded a year of internship on assigned college campuses annually under the *Seminary Intern Program*. Here they are afforded opportunity to test themselves as possible campus religious workers. Chaplain Scott is enjoying the association of Mr. Dale Branum who has been assigned to Middlebury under this program for the current year. Mr. Branum comes from Union Seminary.

It was the *Danforth Campus Community Workshop* which Professors Prickitt, Roberts, Tillinghast and I attended this summer at Colorado Springs as announced in the late part of the spring. A complete report of our study and findings has been prepared for the Workshop Directors and is being shared with Dr. Stratton and our Middlebury faculty colleagues. It deals for the most part with the need for more adequate counseling services at Middlebury. At Colorado we were one of twenty-eight teams representing small (under two thousand students) liberal arts colleges from Colby to Pomona and from Macaelster in Minnesota to Dillard and Stetson in the south. It was a rare opportunity for the exchange of views on current problems and the discussion of experiences common to such a homogeneous group of faculty members and deans. Other Danforth efforts are centered in Summer Seminars to aid teachers in their search for ultimate values, the *Campus Christian Worker Program* to provide further study for college chaplains and other directors of religious life, the *College Accreditation Grants* designed to strengthen Negro colleges endeavoring to win accreditation by the Southern Association, and the *Negro Faculty Fellowship Grants* to assist in the program of better trained faculties for the Negro colleges.

A total of $1,340,084 was spent on these nine programs in the year 1958, the largest sum $446,715 going to the one hundred Graduate Fellows.

Professor Russell Sholes has returned to his chairmanship of the Sociology Department and Professors Jean Berger (Music) and Werner Neuse (German) are on leave. Dr. Vincent Malmstrom continues as Acting Chairman of the Geology, Geography Department as Dr. Illick continues with his two year project at the American University at Beirut, Lebanon. Other replacements and additions include:

Music: Mr. James G. Chapman, instructor and choirmaster, from St. Lukes Church in Forest Hills, New York. Mr. Chapman holds two degrees from the University of Michigan and is a Ph.D. candidate at New York University. He has taught at Flora MacDonald College in North Carolina. One son, James Jr., 2½ years.

Biology: Dr. Wayne H. Davis comes from the University of Minnesota where he has served as a research fellow for two years. He is a member of Sigma Xi and earned his Ph.D. at the University of Illinois. Mr. and Mrs. Davis have a baby daughter, five months.

Russian: Mr. Nicholas Fersen, a graduate of the University of Rome, Italy, comes from Georgetown University. He has been associated with Dr. Fayer in the Summer Russian School.

Physical Education, Women: Miss Catherine Green, a graduate of Skidmore and the University of Colorado. Miss Green had been a teacher at Miss Fine's School, Princeton, New Jersey for several years prior to her graduate work at Colorado.

Miss Olga Zampos from the University of Utah also joins this department as an instructor.

Contemporary Civilization: Dr. Jerome King, a graduate of Dartmouth and a Stanford Ph.D., comes from the University of Arkansas. He was a Fulbright scholar in France in 1956–57. The Kings have two daughters and a son aged 5, 3½, 2.

Also joining Professor Leonard Hoag as an instructor in C. C. is Mr. George H. Moulton, a Phi Beta Kappa graduate of Harvard with an M.A. from Columbia.

English: Mr. Robert A. Higgins, an instructor from Cambridge University and (*Please turn to page* 14)

the PRESIDENT'S Page

In the interest of keeping Parents informed, this President's Page presents THE REPORT OF THE PRESIDENT TO THE TRUSTEES for the Academic Year 1958–59. Space limitations of Your Family and Middlebury do not allow room for the publication of the Appendix of this report.

In previous annual reports I have adhered to a topical outline with the intent of summarizing the events of the year in such categories as "Faculty," "Students," etc. For this report I shall comment without topical reference to what seem to me to be events and developments worthy of recapitulation.

Currently and perhaps from a long run point of view, I think the most significant event of the year has been the vigorous self appraisal of our academic program made possible by the Fund for the Advancement of Education Grant of $15,000. Under the enthusiastic and untiring leadership of Professor Cubeta, the Faculty Educational Policy Committee has initiated a most detailed and painstaking examination of our curriculum as a whole, of major programs, and of individual department offerings.

Obviously such a study by a faculty committee cannot be pursued without seeming to infringe upon vested interests. However, the Committee used a portion of its funds to invite a group of professors from other institutions to participate in the evaluation study. In the News Letter and oral reports, I have named the consultants and summarized the report they made after a three-day visit on our campus. The consultants were asked to be critical. After a very careful reading of their report, I came to the conclusion that with certain exceptions they had made constructive suggestions. It is true in general that the consultants pointed to the need of a larger faculty or a reduction in course offerings. For many years I have felt that we could use our resources more effectively if we could reduce to some extent our present course offerings. For many years we have resisted pressure for new courses and insisted that if new courses were offered, the equivalent number of existing courses should be dropped or at least bracketed.

It is my own opinion that we do not need a larger faculty but that we could, to the benefit of faculty loads and teaching effectiveness, reduce the number of courses offered. During the second semester of the academic year 1958–59, we offered 205 courses. Of this number 50 came under the category of special seminar courses indicated in the *Catalog* as #50, #60, and #70 courses. Excluding these 50 special seminars, which would typically have very small enrollment, 38 courses enrolled fewer than 10 students and 14 enrolled 5 or fewer students.

Fortunately at present it is not necessary for budgetary reasons to make revolutionary changes in our academic offerings. We have, therefore, some lead time during which we may be able to contrive a sounder educational program and at the same time one which as a by-product would free funds for a better scale of faculty salaries. I assume that during the year 1959–60 the Educational Policy Committee will be making definite recommendations to the faculty. I shall from time to time present these recommendations and faculty reactions to the Board for your discussion and action. In the meantime, the continued self appraisal of the academic job we are doing is in my opinion a very healthy and salutary stimulus to the intellectual atmosphere of the College, shared alike by faculty, administration, and students.

In addition to the members of the Educational Policy Committee, many other faculty members have spent all or part of the summer in research, writing, or attending educational workshops or conferences. Four faculty members under the DuPont Grant have engaged in research projects—Assistant Professor John V. Craven, Ronald L. Bielli, Professor Richard L. Brown, and Professor Erie T. Volkert. Four others, Associate Professor Henry B. Prickitt, Associate Professor Pardon E. Tillinghast, Assistant Professor E. Kirk Roberts, and Dean John G. Bowker, under a grant from the Danforth Foundation, participated in educational seminars at Colorado Springs. Others have attended or taught at government-sponsored scientific institutions. Some have completed monographs and books during the past year. Without going into detail, I can report that there seems to be an ever increasing intellectual activity outside the classroom on the part of our faculty. This is a development of importance to the College and further evidence of our response to the new pressures and challenges presented to higher education today. It is my hope that we shall find ways to provide increasing financial support to faculty members who desire to use a part of the summer for improving their professional skills. (*Continued on next page.*)

For some time we have been modestly increasing the number of outside speakers invited to the College. (See the Appendix for lecturers during 1958–59). Such lectures carefully planned and scheduled can be very meaningful for the intellectual atmosphere provided to students. Perhaps in the not too distant future it would be desirable to establish a well-organized lecture series similar to our present concert series program. I do not have in mind necessarily the "name" lecturers intended to attract a large audience, but rather experts in the various disciplines taught by the departments of instruction.

Turning to student affairs, I can report that the social and disciplinary problems, ever present in colleges and universities, never became crises nor presented the administration with the need for drastic changes of supervisory measures. The delayed fraternity rushing system was a move in the right direction, and I hope that in time initiation into fraternities can be postponed to the beginning of the sophomore year. The policy this year of having sophomores live on the campus and putting more seniors into fraternities brought about I think an improvement in the social life and study habits in the fraternities.

During the year the faculty committee on Freshman Counseling and the Dean of Men worked with student groups to bring about a reorganization in our dormitory proctor system for freshmen. Beginning the fall of 1959, it will be replaced by the appointment of 26 Junior Fellows. Each Junior Fellow is chosen from nominations by student government for qualities of character and leadership without respect to his financial need. The Fellows will each receive an honorarium of $100 for the year, and if financial need is present, it will be met by scholarships and jobs. The Junior Fellow will also act as academic advisor for the freshmen living in his section of the dormitory. It is hoped that the new system will be still another step to improve the social life and study habits in freshman dormitories for men. Certainly the student response to the plan was enthusiastic.

Under a foundation grant we shall have with us this year what might be called an intern in the field of Religion and Student Counseling. Young men holding a post under this plan have completed two years of theological school. The opportunity to spend the year on a college campus presumably makes it possible for them to decide whether they want to go into religious work in a college or continue their studies for the ministry. Mr. Dale Branum, the young man we selected, will live with his wife in Hepburn North. In fact, in each men's dormitory, in addition to the Junior Fellows and the proctors in upper class dormitories, there will be a faculty or staff resident.

In academic affairs, it is gratifying to report fewer failures and dropouts for academic reasons despite ever higher standards of academic performance. In keeping with the trend of the past few years, a larger percentage of our seniors embarked upon graduate study and with a larger percentage receiving graduate fellowships. Opportunities for financial aid for graduate study, particularly in the science fields, are now more plentiful, and this in part accounts for the number of seniors continuing with graduate work.

Last year I presented a detailed report on intramural and intercollegiate athletics. For this report I shall only state we have every reason to be pleased with this aspect of the college community. The direction of these activities is in competent hands, and in most respects our facilities are adequate to meet our objectives.

Changes in the faculty and staff are reported in the Appendix. I do wish, however, to record here a change in the officers of the Corporation. The signature of George H. V. Allen has appeared on more Middlebury diplomas than that of any other officer in the history of the College. To my knowledge his record over these many years has been a perfect one—his pen never slipped, nor did he ever hand the President the wrong diploma for the candidate awaiting his sheepskin. More seriously, I can record for all, our gratitude for his conscientious competence in carrying out the duties of office of Secretary of the Corporation and his well deserved right to pass on the office to Trustee Dr. Elbert C. Cole.

This has been another busy year in our new construction and renovation program. The first stage of expansion of Starr Library will be completed when the College opens in September. All who inspected it are extremely well pleased with the design, fine workmanship, and functional efficiency of the use of space.

The Student Center is now under construction and final stages of the renovation of Hepburn are planned for completion in September. Many other major renovation projects were completed during the year, including the refurbishing of the Janes home this summer. The Office of Alumni Relations and Placement will occupy the building.

I am glad to have the opportunity at this time to express for all of us our deep appreciation to the Trustee Committee on Buildings and Grounds. A very active building program over the past several years has placed heavy burdens on this committee, and its chairman, Mr. Gay. Without the cheerful willingness to attend long meetings, (*Please turn to page* 15)

Dad relaxing in football sweater reminisces as he looks over his 1935 College Yearbook with Lynn, '63.

A cheerful and affectionate "good-by" is bestowed upon Lynn just before she departs for Middlebury. The twins are, Barbara and Diane.

Packing for college is at last completed. Similar scenes took place in early September in many of the homes of the 392 members of the Class of 1963.

Middlebury's "First" Vermont Family

FAMILY LIFE with Robert, '35, and Helen (Kelley) Stafford, '38, as Middlebury College's "first" family of Vermont is often a long-distance affair.

During the past year in which the head of the family has been Governor of the State of Vermont, telephone lines have been the binding ties maintaining former close-knit relationships!

For fifth grade twins, Barbara and Diane, ninth grade Susan, Lynn, '63, and their mother, home is the family residence on Litchfield Avenue in Rutland. A rented house in Montpelier is the official home for the Governor, and for his wife when her appearance is required in the capital city. Long distance communication becomes a necessity.

"But as in any home with four children," comments Mrs. Stafford, "the phone is often in use. Sometimes Bob has tried to call me about a sudden change in plans, only to get a busy signal."

A Middlebury family with continuity, the Governor's father, Bert L. Stafford, graduated in 1901 and served as Trustee from 1914 to 1941. Lynn, oldest of the four Stafford daughters, follows family tradition by being enrolled in the Class of 1963.

The Governor and his wife may well be the state's champion commuters. The youthful governor, with the stamina for personal inspections, views each area under discussion. Traveling continually between Rutland and Montpelier, Helen Stafford's poise and efficiency are frequently tested in her attempt to keep the children's life as normal as possible.

"There are occasional conflicts of schedule," says she, "when it seems more important that I be present in Rutland as a parent, than in Montpelier as wife of the Governor.

"There are many compensations for our rather hectic life. When Bob and I flew to Puerto Rico for the Governors' Conference in August, we took the two older girls along. That was a thrilling experience for all of us. All the children are learning much of government."

In their divided life, the Staffords find that one official duty draws the family together. Ski areas are being built throughout the Green Mountains. Winter

recreation is a major business in Vermont. So the head of state is often called upon to dedicate a new development.

"Then we combine business with pleasure," he comments, "and the whole family has a ski outing."

A question as to the best skier of the family brought no specific name, but a tribute from Lynn to her mother.

"Teaching each of us to ski has held Mother back," she said seriously. "While we have been learning to ski better and faster, Mother has been helping the twins."

Beneath the calm of Helen Stafford's demeanour is watchful care for her family. She and her husband do their own driving in their personal marathons.

"With demands for Bob's appearance in many places, I sometimes worry about his driving alone late at night. The State Police have offered many times to drive for him. He doesn't ask them to unless he is very tired. So I go with him whenever possible to help with driving.

"I'm glad we have a fairly large family. The girls have much to offer each other and in this situation are drawn even closer.

"Sometimes I feel I'm in a rut. I buy food, cook staples, and check on clean clothes for everyone. Then I go to Montpelier for some function. When I return, the food is gone, clothes need washing, and I start all over again!"

Mrs. Stafford does her own housework with help only for cleaning and ironing, and someone to stay with the family when she is delayed in Montpelier.

The children notice the newspapers more now. They are not overly proud because of their father's position, nor supersensitive to attacks upon him or his administration.

Life in the goldfish bowl of public life has not put excessive strain on Robert Stafford. "He started early," says his wife, "as a lawyer, then attorney general and lieutenant governor."

Of Middlebury's liberal arts, Robert Stafford says, "I believe it an ideal preparation for public life in this state or any state." Agreeing with her husband's evaluation of his Middlebury education, Helen Stafford says that for her dual role, she "could not have had a more helpful background."

One of the pleasantest features of their new life, says the Staffords, is the number of fine people they meet.

"We have seen many Middlebury graduates whom we might not have otherwise, both inside and outside the state."

(*Photos by Aldo Merusi*)

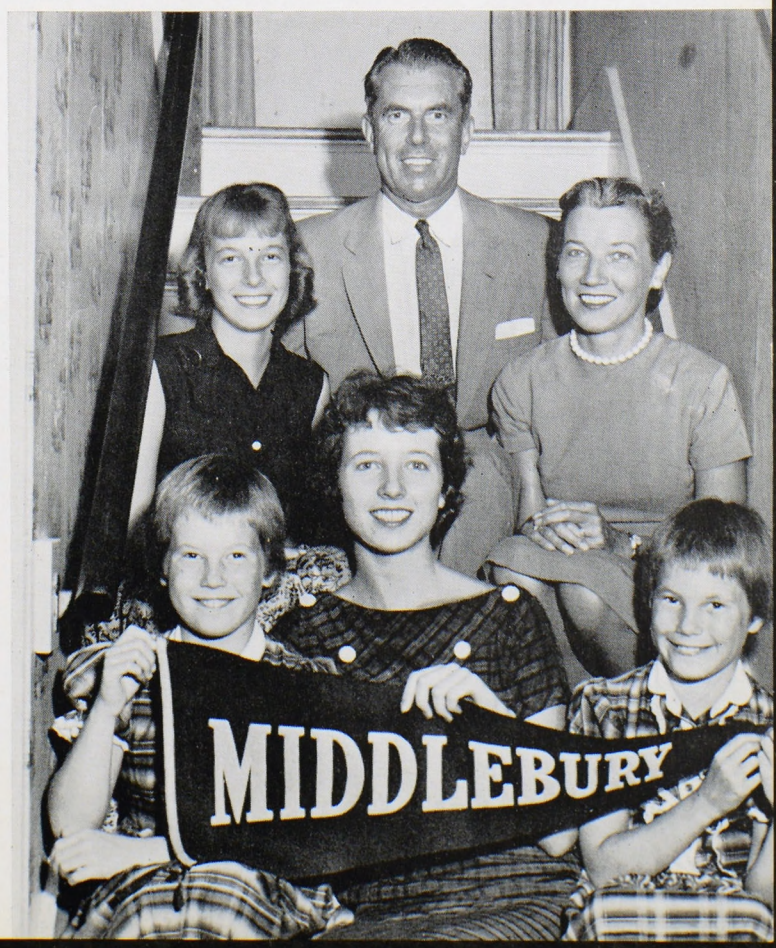
—MARGARET D. SMITH

Leaving home for the campus of Middlebury and four years at the Alma Mater of her father, mother and grandfather.

There is one thing Robert Stafford would change. "Life would be much easier for a state executive if he could go home on Saturday evening and spend Sunday with his family.

"I think I'll start a campaign for a six-day work week for Vermont governors."

Rooting for "the College on the Hill" are the twins, Lynn, Susan, Governor and Mrs. Stafford.



WHY I HAVE BEEN A TEACHER

(*Continued from page 6*)

Middlebury. But what I have said, I realize, gives little if any indication of why I went into the teaching profession, and with reason, for I find it difficult to recall any specific incident or particular person or distinct moment that convinced me that teaching should be my life work. Flashbacks come to mind including experiences and individuals that were instrumental in turning my thought to teaching, yet I suspect that as is so frequently the case with many of us, the unperceived flow of circumstances carried me into teaching. One's pride refuses to admit that old adage as relevant to himself that, "He who can does and he who can't teaches." Yet in so far as having ability to do things with my hands it was true of me. I shall never forget the chagrin and humiliation I felt upon realizing for the first time, after I had spent long, painful hours trying to build a small house for one of our farm pets, that as a carpenter I was completely incompetent. I could grow things; I still can, and I find a magic pleasure in growing vegetable and flower. At times, too, I experience a peculiar satisfaction in using the hoe on Vermont stone or clay so venting my temper which otherwise might discharge at colleague or student.

In what will seem a contradiction to my previous statement I can recall two people, both teachers, who I suspect did turn my mind toward teaching. One was a cousin, headmaster of a Connecticut preparatory school, under whose direction I studied for several years after finishing public grade school education. Though a small, unimpressive man, except for a smart goatee, he was one of the most able teachers I have known, as much at ease in Vergil as in calculus, a master disciplinarian, and a man whose philosophy of life unobtrusively impregnated all those boys who worked with him. Doubtless my admiration and respect for him somehow carried over to color the profession he represented and subconsciously predisposed me to it.

At Yale I know it was William Lyon Phelps who gave me the urge to teach English, not only because of his ability to make live the material of English Literature but because of the encouragement he gave personally in friendly conversations about learning and teaching. It is difficult to disassociate teacher from the thing taught and I am still uncertain how much I should credit the men who introduced me to Chaucer and to Browning with convincing me that when I became a teacher those poets I must teach. Perhaps to many of you the two writers seem too dissimilar to admit logical comparison, a fourteenth century Middle English story teller and a Victorian poet-psychologist. To me their common denominator and the one aspect of each that made particular appeal was an interest in people—the individual—and with that a democratic attitude toward mankind so well expressed in Chaucer's simple phrase, when talking about his meeting the fellow-travellers at the Tabard Inn,

"So hadde I spoken with hem everichon
That I was of hir felaweship anon."

Not that I was unresponsive to the narratives, the drama, the ideas in their work but few poets whom I have met have so well translated the abstract into the concrete, made the idea animate.

Yet when I began teaching my work was not primarily in English but in Latin. I had carried languages through much of my college study and had considered both Latin and German as possible areas of teaching at high school level. However, my experience in teaching Latin in a Connecticut high school, much as I enjoyed the work, served to point up both the merits and the disadvantages in secondary language teaching as compared with that of English Literature. There was a definiteness in presenting Latin Grammar, Caesar, Vergil that was highly gratifying, whereas the literature of one's native tongue allowed opinions, interpretations that opened up caves of uncertainty until I often craved the security of a first declension noun. Somehow though, I felt the lure of the uncertain; the many facets of meaning and interpretation latent in an English poem or essay offered more satisfaction, even with all the frustration involved, than did the work in the language. When I returned to further graduate study my decision was made.

Further reflection on what motivated me to choose ENGLISH Literature leads me to the recognition of two things, the same two that I cite as prerequisites when talking to English majors about teaching literature—a love of English Literature and an interest in people, not merely in the collective, impersonal sense but in the particular, personal sense of the individual. I don't mean any sentimental, social welfare attitude toward humanity but rather a sensitive concern for the individual that doesn't necessarily make one refrain from a caustic reprimand when deserved. There still rankles in my memory the sarcastic jibe of my seventh grade teacher who, disgusted with my careless spelling habits and aware that a sharp thrust might sting me into reform, put me to shame in a spelling match. The leader of one team was a girl whose interest in me was other than academic and when she chose me as a member of her group the teacher commented: "Choose him in a spelling contest? I'd rather take poison."

I am not certain which of the two requirements for teaching I just mentioned has precedence. I recall once hearing a former Middlebury colleague, Professor Bryant of the Physics Department, an outstanding teacher, remark that the subject is only a medium for teaching students. Perhaps he put the answer succinctly there. I am prejudiced, then, in respect to ENGLISH Literature and I teach it because in its scope it seems to me to present a greater body of great ideas related directly to humankind and presented in greater variety of form than does any other body of literature.

WITH OUR FACULTY

(*Continued from page 9*)

Yale. Mr. Higgins is English and served as Master at Lenox School in the Berkshires for a year. A member of the Royal Navy for six years he was appointed as a Mellon Fellow at Yale.

Also returning to the English Department is Mr. David Littlefield who has been working on his Ph.D. at Yale since he left us in 1957.

French: Mlle. Marie-Therese Kerzoncuf and Mlle. Marcelle Martin become instructors in French and Directresses of the Chateau.

Religion: Mr. Visvaldis Klive, instructor from Union Theological Seminary, is a Ph.D. candidate at Columbia. He has held the Lily Foundation Scholarship at Union and served as general vicar of the Latvian Lutheran Church. Mr. Klive has several publications in Latvian dealing with youth problems.

German: Dr. Marga Lau comes from the University of Kiel, Germany, as a Lecturer in German.

Psychology: Dr. David L. Prouty joins this department from Tulane University where he taught and earned his Ph.D. A member of Sigma Xi honorary fraternity.

History: Mr. John A. Reed, Jr., instructor with a Dartmouth A.B. and an M.A. from the University of Michigan. Mr. Reed studied at the University of Amsterdam last winter.

Spanish: Mr. and Mrs. Roberto Ruiz join us as Lecturers in Spanish. Both have been on the staff of the Summer School of Spanish for several years. Mr. Ruiz holds graduate degrees from the University of Mexico and from Princeton. Mrs. Ruiz earned her M.A. at the Middlebury Spanish School.

In addition to these regular faculty members Miss Nicole LaChapelle, a Woodrow Wilson Fellowship Student, is a new Assistant in Spanish; Miss Ruth Darling, a U.V.M. graduate, is to assist Professor Wissler and Dr. Chih in physics, and as reported above, Mr. Dale Branum will assist Chaplain Scott on an internship grant from the Danforth Foundation.

Mr. William R. Siddall, first appointed to the Geography Department in 1957, has been promoted to the rank of Assistant Professor. Dr. Siddall was awarded the Ph.D. degree by the University of Washington in June.

Governor Robert T. Stafford, '35, has commissioned Dean John G. Bowker to serve on the State Advisory Council on the Improvement of Teacher Education. The Council was established by the last Legislature to study means of better coordination of teacher training facilities in the State Institutions. Clyde Fussell '25, is on the Council, representing the school Superintendents of the State.

Dr. Howard Woodin (biology) was invited to deliver a paper at the Ninth International Botanical Congress at Montreal in August. Three thousand botanists from all over the world attended. Professor Woodin described a method to correlate climatic change with species adaptation for redistribution. Earlier in the summer Dr. Woodin was invited to lecture for a two week period at the National Science Institute for high school teachers at Union College.

THE PRESIDENT'S PAGE

(Continued from page 11)

read voluminous correspondence, deal in minute detail with blue prints and construction problems—and particularly to put up patiently with the President's inexpert ideas—we could never have achieved the splendid results now so evident to all. I only wish the committee could hear the many compliments we receive daily from visitors to our campus. I should also like to mention the competence and sincere interest of our own Buildings and Grounds Department, who take a very real pride in their work and in the development of our physical facilities.

FINANCIAL operations of the year are presented in the Treasurer's report which again reveals that we live within our resources. Of equal importance it shows an increase in the resources available for our educational program. Faculty salaries were substantially increased in 1958–59 and again for 1959–60.

This is a matter on which we cannot be complacent, for continuing substantial increases must be forthcoming in the years ahead. The increase in tuition for 1959–60 apparently had no effect on the quantity or quality of applicants for admission. The increase in requests for scholarship aid were in line with our forecast and presented no problems that could not be handled. It is I believe appropriate here to mention a book entitled "Memo to a College Trustee." This volume was sponsored by the Fund for the Advancement of Education and written by Beardsley Ruml and Donald H. Morrison. Although the book is controversial, I believe trustees will find it very worthwhile reading. In general I believe it points to the sort of solutions which will in part at least be found necessary and desirable to meet both the financial and educational problems which lie ahead. I have copies which I shall be glad to make available to Trustees who would be interested.

I HAVE from time to time reported at Trustees' meetings on the operations of the Summer Schools and Schools Abroad. In summary it can be said that we reached a peak of summer session enrollment this year, and despite the annoyance of construction operations on the campus, we had an excellent 1959 session from all aspects of our operations. For the first time the total number of students exceeded the enrollment of the undergraduate college—a total of 1287 students.

The new Graduate School of German will open at Mainz with approximately 25 students under the direction of Professor Werner Neuse for the first semester of 1959–60. Presently I have authorized Dr. Freeman to present detailed plans for the opening of an Italian School in Florence for 1960–61. The proposal will be presented to the Trustee Committee on Summer Schools for recommendations to be brought before the Prudential Committee in September. The trend of both graduate and undergraduate study abroad continues sharply upward, and it is my opinion if the proposal seems feasible that we should expand our graduate language schools program by the establishment of an Italian School in Italy.

THE omissions in this report are many, but I would without documentation call your attention to another successful year of our Development Program; to the appointment of a full-time Assistant Director of Admissions for Women; to the appointment of a full-time Alumnae Secretary. From the point of view of our alumnae relations, we should now be staffed to make possible much closer contacts with our alumnae. With regard to Admissions for Women, we should now find it possible to establish a visitor's program to both public and private schools and thus bring about an improvement in our relationships with the schools and at the same time facilitate the task of appraising the qualifications of the ever increasing number of candidates.

During the past year, Dr. Charles K. Warner has laid the ground work of a full-fledged office of Financial Aid for Studerts, and in the next year he will continue to expand our activities in this field. In centralizing information and statistics on scholarship aid we have made important progress, and with the development of the Government loan program this office will need some day to be staffed with a full-time director. The substitution of loans for scholarships will become increasingly necessary as the cost of education rises.

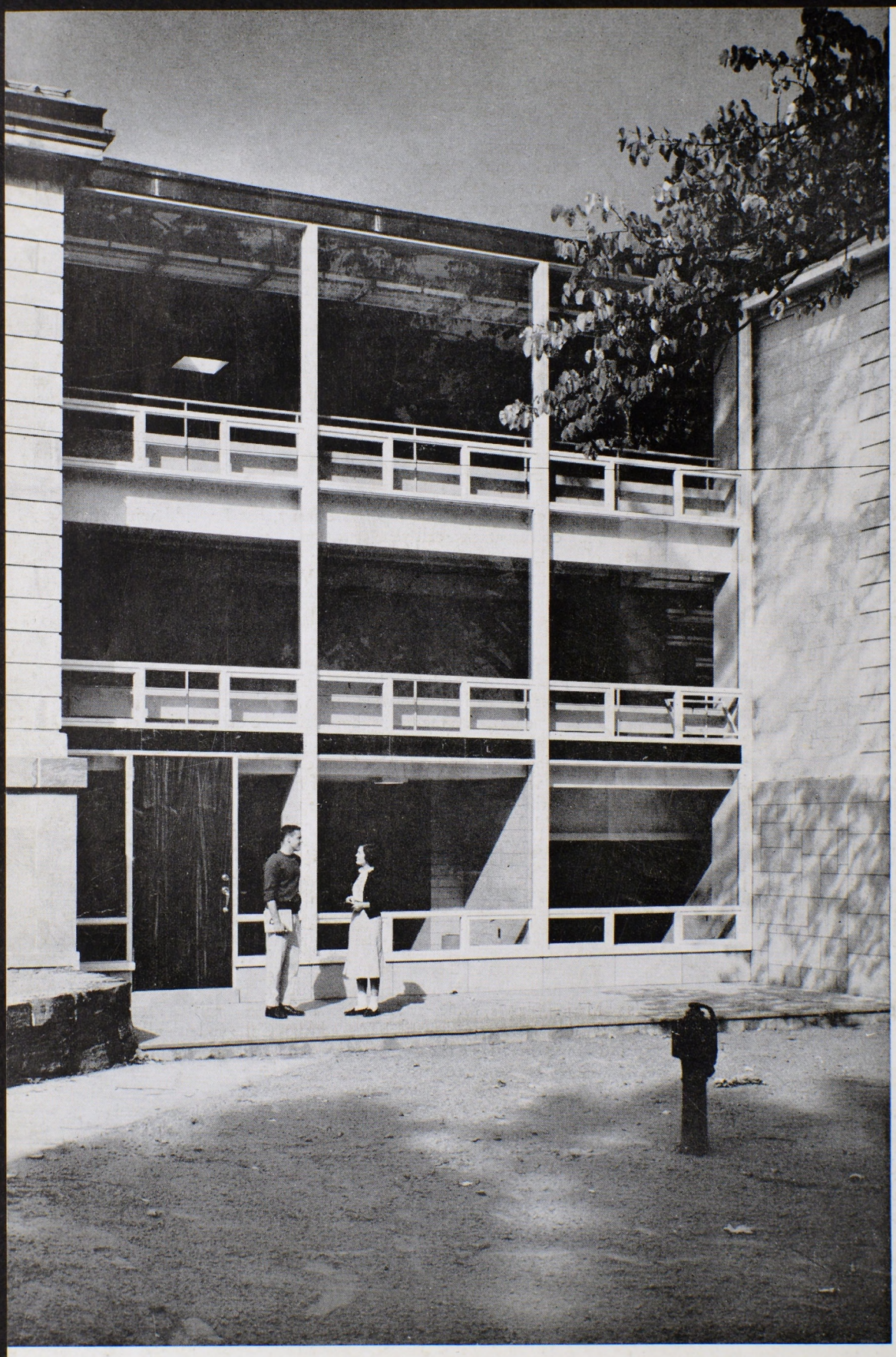
RESOLUTIONS in the Minutes of the Trustees' meetings have expressed our sorrow at the loss by death of Assistant Professor Marion Shows, Professor Rose E. Martin, and Emeritus Professor Waldo H. Heinrichs. Each served the College faithfully and competently. Each in his own way set standards worthy of emulation by those of us still serving Middlebury.

IN ALL the years I have been in higher education both as a teacher and administrator, there has never been a period of such intensive reappraisal of objectives and means as we are now experiencing. At Middlebury I hope our goal will always be the pursuit of excellence and that we shall continuously seek for the ways and means to make the pursuit a realistic one.

I am glad to conclude this report by expressing again my personal confidence in the administrative staff, my faith that our faculty grows in stature, and my sincere appreciation of the interest and friendly support of the Trustees of the College.

Respectfully submitted

Samuel S. Stratton



Students now have a new entrance to the Egbert Starr Library. Valarie F. Davis, '62, and Gilbert E. Owren, '62 pause to talk before entering the recently completed Phase I addition to the Library (*see page* 3).

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